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ABSTRACT

This book offers a perspective on the science education enterprise that individuals can use as they attempt to understand what happens in science classrooms and what should happen. This book is a historical account of ideas in science education that covers the time period from approximately the middle of the nineteenth century to 1991. How science first struggled to find a place in the school curriculum and the many debates over the years about what science curriculum should be are recounted. The goals of science education are identified. How these goals have competed with one another for the public's attention are described. Besides discussion of the origins of science teaching in the United States, attention is also given to the larger educational goals of science instruction and the strategies that have been used to accomplish these goals. Chapters include: (1) "Science versus Classical Studies"; (2) "Educational Thought and Practice in the Nineteenth Century"; (3) "The Turn of the Century and the Committee of Ten"; (4) "The Reorganization of Science Education"; (5) "Social Relevance and the Organized Disciplines"; (6) "School Science Seeks Its Own Identity"; (7) "World War II and the Beginnings of Change"; (8) "Curriculum Reform"; (9) "Scientific Literacy and the New Progressivism"; (10) "Process and Product in Science Education"; and (11) "What We Have Learned and Where We Are Headed." (KR)

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